

Gordonbrock Primary School

Amyruth Road, London, SE4 1HQ

Inspection dates

17–18 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- The school is a friendly, welcoming place where pupils enjoy their learning and feel safe. They are proud of their school.
- Pupils in all key stages are achieving well, because better teaching and assessment have increased the rate of progress.
- The Nursery and Reception classes give children a good start to their education in an attractive and stimulating atmosphere.
- Pupils continue to make good progress across the school. This includes pupils with English as an additional language, disabled pupils, those with special educational needs and those entitled to free school meals.
- Pupils behave well in lessons and around the school and feel safe. Attendance has improved and is now better than the national average.
- Reading is well taught and pupils enjoy reading for pleasure. The results in the Year 1 phonics test were better than the national results.
- Teaching is good and some is outstanding. Teachers mark pupils' work well and pupils like the good feedback which helps them to know how to improve.
- The outstanding leadership of the executive headteacher and the head of school is resulting in rapid and sustained improvement in teaching and progress. They are strongly supported by staff and a very effective governing body.
- The school benefits from the federation. The access to specialist expertise has helped to improve the quality of teaching and learning.
- Pupils enjoy many interesting activities and clubs in music, sport, art and drama.

It is not yet an outstanding school because

- In Key Stage 1, pupils do not make as much progress in writing as they do in reading and mathematics. In Key Stage 2, pupils do not make as much progress in mathematics as they do in English.
- In some lessons the work is not matched well enough to the needs of the different children and is either too easy or too hard.
- Sometimes teachers do not check quickly enough to see whether pupils are ready to move on to the next steps in learning and so the pace of lessons slows.

Information about this inspection

- Inspectors observed 32 part lessons and attended two assemblies.
- Meetings were held with the school council and two other groups of pupils, a representative from the local authority, the Chair of the Governing Body and vice chair, and senior leaders and managers.
- Inspectors looked at documents relating to self-evaluation, performance management, the tracking of pupils' attainment and progress, school policies, records on behaviour and safety, attendance, the monitoring of the quality of teaching and learning, as well as safeguarding documents.
- Inspectors scrutinised 30 questionnaires completed by staff.
- Inspectors took account of 29 responses to the online questionnaire (Parent View) and the school's own survey. Other parental views were sought at the start of the school day.

Inspection team

Grace Marriott, Lead inspector	Additional inspector
Kanwaljit Singh	Additional inspector
Colin Lower	Additional inspector

Full report

Information about this school

- Gordonbrock Primary School is a larger than average primary school. It is expanding to take three classes in each year.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs, is average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding given to schools by the government) is broadly similar to the national average.
- The proportion of pupils from minority ethnic groups is well above average, the largest group being of Black Caribbean heritage.
- The proportion who speak English as an additional language is also well above average and those who join the school in the Early Years Foundation Stage are usually at an early stage of learning English.
- The school has a breakfast club, which is managed by the school and an after-school club which is not managed by the school.
- The school has been part of a soft federation with another primary school since 2010. The two schools share an executive headteacher but have separate heads of school and governing bodies.
- The school was in temporary accommodation for over a year while its own premises were rebuilt and extended. The new building has been in use for just over a term.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure that the work planned always matches the needs of the different groups in a class and is neither too easy nor too hard.
- Raise progress from good to outstanding, particularly in writing in Key Stage 1 and mathematics in Key Stage 2, by:
 - better targeting of questions more closely to check pupils' knowledge and understanding and help them to plan the next steps in learning
 - increasing the pace of some lessons and moving pupils on to more challenging work sooner in lessons.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery or Reception classes in the Early Years Foundation Stage with knowledge, skills and understanding broadly in line with expectations for their age, except in speech and language where their starting points are much lower. Achievement in the Early Years Foundation Stage has been rising steadily and in recent years has gone from below to above expectations. Children now make good progress in all areas so that by the start of Year 1, their knowledge, skills and understanding are above expectations except in writing and speaking, where they reach the levels that are expected for their age.
- Attainment at the end of Key Stage 1 has been rising steadily. In 2012, Year 2 pupils, who had started the key stage in line with the expectations for their age, made good progress and achieved above average standards. In mathematics in 2012, every pupil achieved at least the expected level. Attainment and progress were not as good in writing as in reading or mathematics and this is the main focus for teaching.
- At the end of Key Stage 2, attainment has also been rising from below average to slightly above the national average in both English and mathematics in 2012. A higher proportion of pupils achieved the expected levels in both subjects than did so nationally. Pupils had made good progress in both subjects but better progress in English than in mathematics. Improving progress in mathematics is also a focus for teaching.
- Pupils who are supported by the pupil premium make good progress and the gap between their attainment and that of other pupils is closing. In 2012 their achievement was only slightly below that of other pupils and in line with the national figures for pupils attaining the expected levels in both English and mathematics.
- Pupils from different backgrounds achieve well. The staff realised that some boys of Caribbean heritage were underachieving compared with other pupils. They put effective measure in place to remedy this, for example making sure that the boys have access to books that will encourage them to read and that they learn about people who are good role models. Their progress is now improving and the gap between them and other pupils is closing. Pupils who speak English as an additional language, disabled pupils and those who have special educational needs make good progress, because the support they receive is tailored carefully to their individual needs.
- Most parents and carers who responded both to Parent View and to the school's own survey think their children are achieving well. The inspection team confirms their views.

The quality of teaching is good

- In the Nursery and Reception classes, staff carefully plan interesting activities to cover all areas of the Early Years Foundation Stage curriculum. Children have good opportunities to choose for themselves, which helps them to become independent. Lots of emphasis on stories, poems and songs and good work on linking sounds and letters develop children's interest in reading well. Similarly, number games, songs, puzzles and practical activities such as making biscuits are used well to develop their mathematical knowledge.
- In most lessons pupils are interested in the work. They respond well to the lively and active approaches to learning which enable them to make good, and sometimes outstanding, progress. In a Year 2 mathematics lesson, where pupils were being introduced to more difficult work on multiplication and division, they used the interactive whiteboard to demonstrate that they understood what 'share equally' meant. The teacher was then able to build on this very successfully.
- In some lessons pupils made less progress. Sometimes, this was because the work was too easy and at other times, they made less progress because they did not fully understand what they were being asked to do. In a few lessons the questioning was not well-enough targeted to enable teachers to probe pupils' understanding and teachers missed opportunities to move pupils on to the next stage of the work.

- Teachers have worked hard on checking on how well pupils are doing, through improving the use of assessment and marking, making sure that all pupils make at least good progress. For example, the oral as well as written feedback in English results in a real dialogue with pupils on how best to improve their work. In mathematics, teachers identify pupils who are at risk of getting stuck on a particular skill or topic and provide immediate additional, intensive support.
- The impact of better checking on pupils' progress is being seen in better progress and improved results in writing in Key Stage 1, and in mathematics in Key Stage 2, but the staff know that there is still more to be done to make sure that progress in these areas matches that in other subjects.
- Teachers use work in other subjects to help to develop pupils' skills in English and mathematics. A visit to the Imperial War Museum provided the stimulus for high-quality discussion and written work by Year 3 pupils. Assemblies are also used imaginatively, for example to promote the 'book of the week', which at the time of the inspection was a story with a mathematical theme.
- Teaching assistants are very well deployed in classes ensuring that different groups of pupils receive help according to their individual needs. For example, they were observed successfully supporting both higher and lower attaining groups during guided reading sessions. This helped these pupils to make good progress.

The behaviour and safety of pupils are good

- Teachers and other adults create a purposeful working atmosphere in the school and manage behaviour well. They make lessons interesting and pupils generally behave well. They also behave well around the school and in the playground.
- Pupils understand the system of rewards and know that there are consequences if they misbehave. The school occasionally uses fixed-term exclusions when dealing with more serious behaviour issues but the number of these has declined considerably as behaviour has improved.
- Pupils believe that behaviour has improved over time and this view is shared by parents, carers and staff who are positive about the school and behaviour.
- Pupils can explain the different forms of bullying, including cyber bullying, and know why it is important to talk to an adult if they are worried. They know there are adults whom they can trust and feel confident that the school deals with issues quickly and effectively.
- The school has worked very successfully to improve attendance. It has continued to improve even during the period when pupils were being bussed to the temporary accommodation.
- Pupils enjoy opportunities to take responsibility and talk positively about reading buddies, playground friends and being on the school council. They were keen to tell the inspection team about their support for various charities.

The leadership and management are outstanding

- The executive headteacher and the head of school strongly promote their vision of a school where excellence is the norm. The improvement in recent years indicates that they are well on the way to achieving this. They lead a highly effective team by example.
- The leadership team makes excellent use of the opportunities offered by the federation to improve the knowledge and skills of the staff and to raise expectations for what pupils can achieve.
- Leadership and management responsibilities are shared very well. All leaders and managers share the philosophy that every child can and should succeed. They know that they will be accountable for their areas of responsibility, but also know that they will be well supported and helped to achieve their aims.
- Leaders and managers have a good grasp of data about how well pupils are doing and they make sure that this information is shared and used by all teaching staff.
- Accurate checking and rigorous evaluation of the school's strengths and weaknesses have

resulted in excellent action plans and real progress. Pupils are now doing much better than they were at the time of the last inspection and the school is succeeding in narrowing gaps in achievement.

- Staff performance is managed well and this has a highly positive impact on improving the quality of teaching. Senior staff make regular checks on the quality of teaching and teachers know that their progression up the salary scale and any promotion depend on maintaining good teaching. Teachers understand the performance management systems and benefit from well-targeted training and professional development which support their teaching.
- The interesting curriculum and a wide range of other activities mean that pupils have outstanding opportunities to develop their social, moral, spiritual and cultural understanding. A lesson observed in Year 5 showed pupils discussing issues of discrimination, relating to the world in which they live, and demonstrated their sensitivity to, and respect for, others. Pupils also talked enthusiastically about taking part in sport, music, drama and about the visits and visitors to the school.
- Safeguarding meets legal requirements. The school carries out the required checks on staff to ensure that they are suitable to work with children. All staff have received appropriate training.
- The local authority has worked closely with the school and is providing a suitable level of support, given the progress in recent years.
- **The governance of the school:**
 - Governors know the strengths and weaknesses of the school and have been prepared to take some very difficult staffing decisions in relation to the previous lack of progress and weaknesses in teaching. They understand the data relating to pupils' achievement and know how much the school has improved, but are not complacent. They ask challenging questions of the leadership team.
 - Governors challenge the leadership to ensure that the school continues to make progress.
 - Governors ensure that the school's finances are managed properly and that resources, including those allocated to support pupils at an early stage of learning English, disabled pupils, those with special educational needs or those known to be eligible for free school meals, are well targeted to meet specific needs. These have been used to provide additional adult support and more opportunities for children to work in small groups or in one-to-one sessions. The effectiveness of their decisions can be seen in the improved achievement.
 - Governors also ensure that safeguarding meets legal requirements and that the required checks on staff are carried out to ensure they are suitable to work with children.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100684
Local authority	Lewisham
Inspection number	400422

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	527
Appropriate authority	The governing body
Chair	Jean Branch
Executive Headteacher	Kathy Palmer
Head of School	Maria Gilmore
Date of previous school inspection	2–3 December 2009
Telephone number	020 8690 0704
Fax number	020 8690 7201
Email address	admin@gordonbrock.lewisham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

